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Sent: Wednesday, June 06, 2007 5:58 PM
To: Sachse, Tom
Subject: Guidance Activity

Guidance Activity - Paul Klismith, Wasatch Alternative High School

Abstract

Three, one-hour classes on Communication were delivered to alternative school 11th and 12th graders. Objectives included working knowledge in 1) the difference between assertive, passive and aggressive communication, 2) "I" messages, and 3) the four emotional messages possible in any communication--from Steven Eastmond, LCSW (I'm OK, You're not OK; I'm not OK, you're not OK, I'm not OK, you're OK; I'm OK, you're OK). Assessment (working in teams of two) included written responses to various hypothetical situations wherein the students were asked to generate both appropriate and inappropriate responses. Unfortunately, the lessons ran longer than expected leaving no time to guide students through the assignment; therefore the teacher determined that a valid assessment of student's true learning would require an additional class period, not available. The teacher learned to budget more time for assessment. Indeed, communication is trickier than it seems.

From: PAUL KLISMITH [<mailto:paul.klismith@wasatch.edu>]
Sent: Wednesday, June 06, 2007 5:18 PM
To: Sachse, Tom
Subject: abstract

Hi Tom: Hope you're well.

Closing The Gap Small Group Data Project, Paul Klismith, Wasatch
Alternative High S.

Abstract

At an alternative high school setting, where significant credits can be earned through self-paced packet completion, the purpose of this study was to assess the impact of individual counseling sessions on achievement. The target group included low credit earners from first term and/or students with high-risk profiles. The process goal was to offer each student a minimum of two individual counseling sessions during both 2nd and 3rd term, with the underlying thesis that personally tailored attention, connection and support from a caring adult at school will increase motivation to succeed and translate into positive results, i.e., higher attendance and more credits earned. Nine of thirteen targeted students received two or more sessions per term. Their average attendance increased 60%, while average credits earned increased 100%. Those students not receiving two sessions had no increase in credits earned, and attendance decreased an average of 42%. For most students (12 of 14) the results support the thesis.